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## NEWS AND NOTES

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### TWELFTH ANNUAL MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

*Chattanooga, November 30–December 2, 1922*

Headquarters, Hotel Patten

THURSDAY AFTERNOON, NOVEMBER 30

MEETING OF THE BOARD OF DIRECTORS, 3:30 O'CLOCK

Hotel Patten

THURSDAY EVENING, NOVEMBER 30

OPEN MEETING OF THE ESSENTIALS COMMITTEE, 8:00 O'CLOCK

Hotel Patten

Questions: What Problems Shall the Essentials Committee Attack?  
How Shall It Attack Them?

Five minutes' time will be given to each person who wishes to state one problem and to suggest some method of attacking it. The meeting is open to all.

FRIDAY MORNING, DECEMBER 1

GENERAL SESSION, 9:30 O'CLOCK

Special trolley cars leave Hotel Patten at 9:00 A.M.

Auditorium, Chattanooga High School

President's Address—CHARLES R. GASTON, Richmond Hill High School,  
New York City.

Standards of Fitness to Teach—ALLAN ABBOTT, Teachers College, Colum-  
bia University, New York City.

Why Teach Literature?—EDWIN MIMS, Vanderbilt University, Nash-  
ville, Tennessee.

CAFETERIA LUNCHEON, CHATTANOOGA HIGH SCHOOL, PROMPTLY AT NOON

FRIDAY AFTERNOON, DECEMBER 1

Automobile excursion to Chickamauga, Missionary Ridge, and Lookout  
Mountain, 1:00 P.M.

FRIDAY EVENING, DECEMBER 1

*Annual dinner, Hotel Patten, 6:30 P.M.*

SATURDAY MORNING, DECEMBER 2

University of Chattanooga

ANNUAL BUSINESS MEETING, 9:30 O'CLOCK

SECTION MEETINGS, 10:00 O'CLOCK

*High-School Section*

Classification According to Ability—C. E. THOMAS, Woodward High School, Cincinnati, Ohio.

Improving Conditions—JOHN M. AVENT, Julia Richman High School, New York City.

A Reading Public for High-School Writers—C. T. LOGAN, State Normal School, Harrisonburg, Virginia.

High-School Course in Oral English—CLAUDIA E. CRUMPTON, Hutchins Intermediate School, Detroit, Michigan.

*College Section*

SATURDAY MORNING, DECEMBER 2

The Duplication of Elementary and Secondary Subject-Matter in College English—STUART G. NOBLE, Millsaps College, Jackson, Mississippi.

a) Is the Duplication of Elementary and Secondary Subject-Matter (in Grammar and Composition) in College Desirable? If so, in what respect shall the method employed differ from that used in the lower school?—STUART G. NOBLE and A. A. KERN, Randolph-Macon College for Women, Lynchburg, Virginia.

b) Is the Duplication of Elementary and Secondary Subject-Matter (in English Literature) in College Desirable? If so, in what respect shall the methods employed differ from that used in the lower school?—STUART G. NOBLE and J. M. MCBRYDE, Tulane University, New Orleans, Louisiana.

Legitimate Demands on the High Schools in the Matter of English Preparation—J. I. MCCAIN, Erskine College, Due West, South Carolina.

Discussion: JAMES MCBRYDE DABBS, University of South Carolina, Columbia, South Carolina.

A Plea for the Five Per Cent—C. A. HIBBARD, University of North Carolina, Chapel Hill, North Carolina.

Discussion: ALONZO C. HALL, North Carolina College for Women, Greensboro, North Carolina.

*Elementary and Junior High School Section*

Standards of Achievement in Composition—MARY CRAWFORD, State Normal School, Kearney, Nebraska.

Functional Teaching of Grammar—ELEANOR C. BYRNE, Ben Blewett Junior High School, St. Louis, Missouri.

Composition as Communication—C. S. PENDLETON, George Peabody College for Teachers, Nashville, Tennessee.

Composition as a Means of Socialization—J. M. GRAINGER, State Normal School, Farmville, Virginia.

CAFETERIA LUNCHEON, CHATTANOOGA HIGH SCHOOL, 12:00 NOON

SATURDAY AFTERNOON, DECEMBER 2

Chattanooga High School

GENERAL SESSION, 2:00 O'CLOCK

The English Teacher's Contacts—J. W. SEARSON, University of Nebraska, Lincoln, Nebraska.

Sane Testing—C. C. CERTAIN, assistant director of languages, Detroit, Michigan.

English and Work—JOHN M. CLAPP, School of Retailing, New York University, New York City.

English and Democracy—JAMES F. HOSIC, Teachers College, Columbia University, New York City.

SATURDAY EVENING, DECEMBER 2

University of Chattanooga

SECTION MEETINGS, 8:00 O'CLOCK

*High-School Section*

The English Project in New Orleans—AUGUST V. DALCHÈ, Warren Easton Boys' High School, New Orleans, Louisiana.

The Assignment in Literature—JULIA D. RANDALL, Yeatman High School, St. Louis, Missouri.

Selection in Literature: The Factor of Experience—ORTON LOWE, state director of English, Harrisburg, Pennsylvania.

Books for Home Reading—HERBERT BATES, Manual Training High School, Brooklyn, New York.

*College Section*

SATURDAY EVENING, DECEMBER 2

The Improvement of English Teaching—JAMES F. ROYSTER, University of North Carolina, Chapel Hill, North Carolina.

Discussion: W. F. BRYAN, Northwestern University, Evanston, Illinois.

Tendencies in Freshman English—J. R. RUTLAND, Alabama Polytechnic Institute, Auburn, Alabama.

The Desirability and Feasibility of a Survey of the Teaching of English in America—HARDIN CRAIG, University of Iowa, Iowa City, Iowa.

*Elementary and Junior High School Section*

Directing Thought Processes in Silent Reading—FRANCES JENKINS, University of Cincinnati, Cincinnati, Ohio.

Literature for the Elementary School—J. B. BROWN, state superintendent of schools, Nashville, Tennessee.

Expression in the Teaching of Literature—ELIZA HOSKINS, West Side Junior High School, Little Rock, Arkansas.

This program speaks for itself. Even fewer refusals than usual have been received from those invited to speak. Evidently the teachers of English expect to avail themselves of the reduced rail rates to secure an educative holiday and a professional stimulus at the same time.

In order to secure the reduced railroad fare we must have 250 travelers who purchase tickets costing one dollar or more. Each person must when buying his ticket should ask his agent for a *certificate* on account of the National Council of Teachers of English. This must then be deposited with Louis F. Snow at Chattanooga. When 250 have been deposited they will all be stamped and returned to their owners, who may then buy tickets home at half-price. *Do not neglect the certificate.*

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## THE PERIODICALS

### A TOUCHSTONE FOR SUBJECT-MATTER

William McAndrew's article on "The Schoolman's Loins" in the *Educational Review* for September is a trumpet call. Our schools owe their origin to the purpose to prepare our pupils for the largest service to the social group. We need to gird up our loins by binding up or casting off some of our useless draperies, such as Latin. The changes needed in our curriculum have been postponed by the unconvincing plea that some good leaders grew up through it. Citizenship should really be taught throughout the school course by participation, even in such an organization as the school city, and also by direct study of the problems. The use of such textbooks as *Our Democracy* and *American Social Problems* is to be hailed as an advance. We ought also to use magazines in which the material is not "written down" to children nor conclusions already reached and doled out to the readers; they are texts which will compel

pupils to make up their own minds. The test of inclusion in the curriculum must be, then, whether the subject is capable of making a large contribution to the pupil's power to serve as a worker and as a citizen in the narrower sense. The remainder of the article goes on to tell what the superintendent should do about it.

#### A CAPTAIN OF INDUSTRY ON EDUCATION

William C. Geer, vice-president of the B. F. Goodrich (Tire) Company contributes, also to the *Educational Review* for September, an article on "The School Product and Industry." As a large employer of labor he feels that teachers should test their products, as industrial producers do, by the service they give. He finds employees unable to perceive and attack the real problems, presumably because they have been accustomed to take orders and to do nothing beyond the letter of the commandment. He thinks our school organizations military in their character. Our graduates are clock watchers, partly because they do not understand the economic relations between themselves and their employers. Most employees, even though supposedly educated, are unable to work through a problem which has been made plain to them and are especially at a loss if the problem goes outside one narrow field and calls for the correlation of data from several subjects. School work, then, should not be so sharply divided into special subjects, but might profitably follow the line of the study of problems or projects. He finds that actual life is, as Professor Kilpatrick has pointed out, just "one purposeful act after another." "The real need is the development in the child of capacity for self-instruction. . . . When teachers generally study individuals in the factory and office, they will not hesitate to use the inner urge as the compelling force to be trained in school."

#### TEACHING COLLEGE STUDENTS TO READ

C. R. Stone reports in the *Journal of Educational Method* for September his experiment in "Improving the Reading Ability of College Students." He motivated the outside practice of these college students by giving them first a standard test (Monroe III, or a Stone extension of it) and then comparing their scores with the standards. After this they were made to feel the importance of skill in silent reading and set to work. They kept graphs or work curves of their own practice and occasionally discussed the reasons for their satisfactory or unsatisfactory progress. Finally there was a new measurement with a parallel test. Among the methods of improvement employed was a study of the conditions of

practice. For instance, fully 5 per cent of the pupils in the classes involved found that they needed glasses. The seven factors conditioning success were also analyzed out and watched by the students in their own practice. Finally, those who were not doing so well had their difficulties diagnosed, and all were kept practicing persistently. In a single term's work there was an average gain in speed, as shown by standardized tests, of from 35 to 108 per cent. Individual records of practice frequently showed a gain of 100 per cent during the reading of a single book. The gain in comprehension scores was not quite so large in percentage, indicating a point which the author overlooks, that the reading was not quite so accurate, though the total amount comprehended was much greater. He thinks that if the experiment could have been carried on longer, even larger improvements might have been secured.

#### WHO SHALL GO TO COLLEGE?

Such is the title of R. P. Boas' article in the *Atlantic* for October. Not long ago the colleges were advertising directly and indirectly the benefits of a college education in order to attract students. Now students are so numerous that the endowed colleges at least must find some means of selection in order to limit the number. Such limitation has been going on quietly and effectively for some time and might not have caused much discussion but that Harvard asked the public to discuss who shall go to college. The answer depends somewhat upon the purpose of a college education, whether it is scholarship, character, social training. Probably it is all three. The increase in the college population and the increase in the percentage of Jews came at the same time. The Jews are so eager for education that in many colleges they would number at least 50 per cent of the entire enrolment. In scholarship they have done well—on the whole better than their gentile classmates—but in the social activities of the colleges they have created friction. For the sake of solidarity, the Jews will probably be excluded, or at least reduced to a very small minority. If it were a matter merely of justice, this would not be wrong, provided these college authorities did not try to prevent the establishment of state-supported schools which would provide the education so eagerly sought. "Young men will be protected from the presence of the new Americans at the very age when they ought to be making contacts which will give them real knowledge of actual civic life. Finally, can the colleges afford to abandon the fight against bigotry, superstition, and racial intolerance?"